



## Be a Lobbyist

Students need to define and discuss exactly what a lobbyist is and what a lobbyist does. Students also need to understand advocating a point of view, responding as a legislator, and accurately reporting as an observer, since lobbyists and the press played a huge role in the establishment and continuance of the moratorium.

Teachers need to place students in groups of three and assign each student one of the following roles:

**Lobbyist**–The person in this role approaches the policymaker, introduces himself, and makes a convincing argument in favor of a policy or issue.

**Policy Maker**–The person in this role responds to the lobbyist by agreeing, disagreeing, or suggesting an alternative.

**Reporter**–The person in this role will listen to the lobbyist and policy maker and report his/her observations to the class.

Give the lobbyist in each group a scenario and instruct the lobbyist to approach the policy maker and plead their case. **Do not** give the policy maker and reporter the scenario. Allow three minutes of discussion then ask reporters to explain what has happened in their group. After the activity is complete, lead a class discussion by asking the following questions:

How did the lobbyist behave toward the policy maker?

How did the policy maker behave toward the lobbyist?

Was their behavior realistic?

Which role did you like playing the most/least and why?

How did you feel when you were the policy maker or reporter and you had to rely on others for information?

Using a new scenario, rotate assignments so that students will have the opportunity to play each role.

